

## FOREST ACRES ELEMENTARY

401 McAlister Road  
Easley, South Carolina 29642

**GRADES** K-5 Elementary School

**ENROLLMENT** 611 Students

**PRINCIPAL** Betty Randolph 864-855-7865

**SUPERINTENDENT** Dr. Mendel Stewart 864-855-8150

**BOARD CHAIR** Mr. Dan Sharpe 864-878-3847

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	11	1	0	0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Below Average	N/A
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Excellent	Excellent	Yes

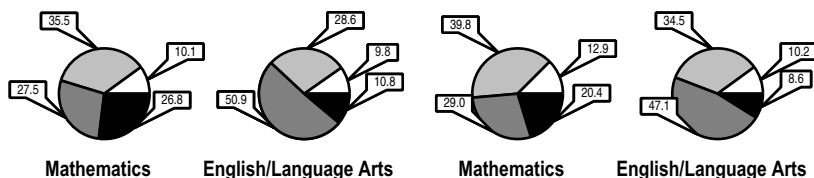
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	293	99.7	9.4	28.7	51.0	10.8	74.5	Yes	Yes
<b>Gender</b>									
Male	157	99.4	12.4	27.5	51.6	8.5	71.9		
Female	136	100.0	6.0	30.1	50.4	13.5	77.4		
<b>Racial/Ethnic Group</b>									
White	263	99.6	7.8	28.0	52.5	11.7	75.5	Yes	Yes
African-American	21	100.0	23.8	33.3	42.9	0.0	66.7	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	255	100.0	2.4	29.2	56.8	11.6	81.2		
Disabled	38	97.4	58.3	25.0	11.1	5.6	27.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	293	99.7	9.4	28.7	51.0	10.8	74.5		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	291	99.7	9.5	28.5	51.1	10.9	74.3		
<b>Socio-Economic Status</b>									
Subsidized meals	71	98.6	25.8	37.9	31.8	4.5	51.5	Yes	Yes
Full-pay meals	222	100.0	4.5	25.9	56.8	12.7	81.4		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	293	100.0	10.1	35.5	27.5	26.8	68.6	Yes	Yes
<b>Gender</b>									
Male	157	100.0	9.7	33.1	32.5	24.7	70.1		
Female	136	100.0	10.5	38.3	21.8	29.3	66.9		
<b>Racial/Ethnic Group</b>									
White	263	100.0	8.1	35.3	28.3	28.3	71.3	Yes	Yes
African-American	21	100.0	28.6	38.1	19.0	14.3	42.9	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	255	100.0	5.6	34.8	30.4	29.2	75.2		
Disabled	38	100.0	40.5	40.5	8.1	10.8	24.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	293	100.0	10.1	35.5	27.5	26.8	68.6		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	291	100.0	10.2	35.4	27.4	27.0	68.8		
<b>Socio-Economic Status</b>									
Subsidized meals	71	100.0	26.9	47.8	14.9	10.4	38.8	Yes	Yes
Full-pay meals	222	100.0	5.0	31.8	31.4	31.8	77.7		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	97	100.0	6.6	30.8	57.1	5.5	62.6
	<b>Grade 4</b>	114	99.1	14.3	41.0	42.9	1.9	44.8
	<b>Grade 5</b>	141	100.0	14.5	61.1	21.4	3.1	24.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	90	100.0	5.7	22.7	47.7	23.9	71.6
	<b>Grade 4</b>	93	100.0	18.3	31.2	48.4	2.2	50.5
	<b>Grade 5</b>	110	99.1	4.6	31.5	56.5	7.4	63.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	97	100.0	11.0	35.2	28.6	25.3	53.8
	<b>Grade 4</b>	114	100.0	13.2	40.6	25.5	20.8	46.2
	<b>Grade 5</b>	141	100.0	14.5	49.6	21.4	14.5	35.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	90	100.0	9.1	40.9	29.5	20.5	50.0
	<b>Grade 4</b>	93	100.0	14.0	36.6	28.0	21.5	49.5
	<b>Grade 5</b>	110	100.0	7.3	31.2	25.7	35.8	61.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 611)				
First graders who attended full-day kindergarten	99.0%	N/C	100.0%	100.0%
Retention rate	2.5%	Up from 2.2%	1.9%	2.7%
Attendance rate	97.6%	Up from 96.9%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.2%		2.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%		2.8%	3.5%
Eligible for gifted and talented	25.9%	Up from 22.0%	26.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.6%	Down from 9.4%	6.5%	8.2%
Older than usual for grade	0.7%	Up from 0.3%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	48.6%	Down from 51.3%	54.5%	51.4%
Continuing contract teachers	94.6%	Down from 100.0%	87.7%	87.5%
Highly qualified teachers**	100.0%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	92.6%	Up from 90.2%	88.3%	86.7%
Teacher attendance rate	95.9%	Up from 95.4%	95.6%	94.9%
Average teacher salary	\$41,650	Up 2.6%	\$41,991	\$40,760
Prof. development days/teacher	15.5 days	Up from 11.0 days	12.8 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	6.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	20.4 to 1	18.9 to 1
Prime instructional time	92.5%	Up from 91.2%	91.3%	90.0%
Dollars spent per pupil*	\$5,203	Down 2.6%	\$5,961	\$6,044
Percent of expenditures for teacher salaries*	64.9%	Down from 67.1%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.6%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Forest Acres is a high achieving student centered elementary school built on skilled and caring teachers, a committed administration, and a community of active and supportive parents. High student achievement at Forest Acres Elementary is traditional.

School-wide and school/community communications are a continuing focus. Our school web site, weekly classroom newsletters, and a monthly school newsletter are communication elements in our school plan. Safety and maintenance concerns are a high priority. Forest Acres has a full-time nurse to address student health and accident concerns. All students have been trained in safety issues and we have updated our visitor screening procedures. Security plans were revised and remain under constant review.

Forest Acres Elementary School provides extended day activities through an After School Care program, a Homework Center, and after-school tutoring. A weeklong program of visiting artists enriches our curriculum and exposes all of our students to a variety of art forms. The Student Council sponsored an Angel Tree project as service to the community. Students raised funds for the American Heart Association by participating in Jump Rope for Heart. The Forest Acres PTA funded our Art's Week and also raised the funds for new computers and kindergarten playground equipment. Our Spring 5K run and Community Health Fair were well attended.

This year Publix became our business partner. They have most generously provided the school with Accelerated Reader celebrations, refreshments, and numerous student rewards.

Thinking Maps, a program that teaches children how to organize information, and Write from the Beginning, a school-wide writing program, were added to the school curriculum. Our "Bug Night" event was well attended by students and parents alike. This program was coordinated with Clemson University's Entomology Dept. and integrated activities throughout our curriculum.

The school implemented the Edutest program. Edutest is a computer assessment that identifies individual student weaknesses on the state curriculum standards so that instruction can strengthen these areas.

The Forest Acres expansion project was completed. We now enjoy additional classrooms, a science lab, a new computer lab, and an expanded cafeteria and kitchen.

Alan Sizemore, School Improvement Committee Chairman  
Betty Randolph, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	97	61
Percent satisfied with learning environment	94.4%	92.6%	90.2%
Percent satisfied with social and physical environment	94.3%	89.5%	90.0%
Percent satisfied with home-school relations	100.0%	90.6%	78.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.